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tional magazine, and have just about as much connection as such articles usually have.

As for the essays themselves, however, only words of praise ought to be spoken. The style is clear, concise, active, enlivened by apt illustrations; "breezy" may perhaps be the word. The thought is practical and clear-headed, as Professor Hart always is, and the essays themselves have been "brought down to date." It is a promising sign of the times that the college professor is busying himself with education and its problems; not simply propounding theories and giving advice, but taking a vigorous hand in the solution of practical questions, as Professor Hart is doing in Cambridge. And this is what gives especial weight to words from Professor Hart, even if they show a tendency to spread over a somewhat wide field as beginnings in any field of science or art always do.

We venture to predict that while one who begins to read today will scarcely stop until the end, these essays will have a deeper interest in future days, in view of what Professor Hart will say and do in the cause of education in time to come.

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NOTES

The appearance of a new literary journal, backed by a well-known firm of publishers, is an event. We have received the first three numbers of *The Bookman* (Dodd, Mead & Co., N. Y., \$1.50), and they certainly justify a lively interest in the future issues. The second number contains no less than four contributions from members of the faculty of Columbia College. If this indicates that the magazine is to be in some large degree representative of Columbia's literary scholarship, no one will think the less of it for that. Certainly the new venture deserves success.

A new edition of *The Philosophy of Teaching* by Arnold Tompkins (Ginn & Co.) omits the chapter on school management of the former edition, the author expressing the hope of giving that phase of pedagogic work adequate treatment in a separate volume. Mr. Tompkins takes high ground at once in his introduction. "I feel moved," he says, "to show how helpful in practice, daily and hourly, are the universal principles which philosophy announces." The work is richly suggestive, but it is by no means milk for pedagogical babes. The author's ideas seem to us sound, if sometimes a little tinged with transcendentalism.

As instruments of popular education public libraries certainly rank next to public schools, and both are indispensable. More than a technical interest for librarians only thus attaches to the attractive little volume on *Pub-*

lic Libraries in America, by the accomplished librarian of Amherst College, Mr. W. I. Fletcher, in the Columbian Knowledge Series. For a very large number of people who have the care of small libraries, especially school libraries, this work, with its simple, practical account of the care of books and their proper marshalling on shelves will prove of indispensable utility. The larger number who have a private library, small or great, will also read these pages with lively interest. The more one with any love for books and interest in their habits reads Mr. Fletcher's pages the more reluctant one grows to lay down the book without finishing it. Not only does the book describe the library, and give ample directions for its management, but it also contains a collection of statistical information that is unique. Several good illustrations add to the attractiveness of the volume, that of the interior of the library of the University of Leyden in 1600 being especially good.

Many teachers who have opportunity to read with their classes a considerable amount of Chaucer will welcome Prof Skeat's edition of *The House of Fame*. That it is scholarly and critical, a work for the accurate student, goes without saying. The notes and vocabulary are good, though not voluminous. The introduction compresses into six pages a large amount of information in regard to authorship, date, foreign influences, metre, imitations, authorities, etc. The two pages on the defects of the Fairfax manuscript, mode of correcting false readings, and possible additions to the notes, will be more appreciated by the scholarly teacher than by the ordinary student. There is no grammatical introduction; but this is not likely to be missed, since *The House of Fame* will seldom or never be the first work of Chaucer taken up for study. One is tempted to wish that editions of Chaucer might sometimes give us helps to purely literary study, as well as helps linguistic and historical.

The first meeting of the Academic Principals of New Hampshire will be held at Tilton on May 16th, 17th, and 18th. An admirable programme has been arranged, and a notable gathering is certain. The permanent organization of the secondary teachers of New Hampshire is another step in the right direction. Principal Elmer E. French, of McGraw Institute, has taken the initiative in the movement.

The programme for the General Sessions of the National Educational Association, which is to meet at Denver, July 9-12, has been made public, and leaves no possible doubt that the meeting will be one of great interest and value. The programme restricts each of the three morning sessions to the discussion of a single subject, and opportunity is to be permitted for general discussion under the five minute rule. The three topics that have been selected to be presented and discussed on this occasion are:

1. The Coördination of Studies in Elementary Education.
2. The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship.
3. The Instruction and Improvement of Teachers now at Work in the Schools.

These topics are all practical and of interest to teachers of all grades and in all sections of the country.

The educators who have been secured to discuss these topics will represent the best talent of the country, and would indeed be a credit to any country. None of the separate department programmes are more interesting, perhaps none as interesting as that of the Department of Secondary Education, which was published in full in the April number of the *SCHOOL REVIEW*.

The programmes contain no sensational features, but indicate a convention where much hard work will be done, and much good of the most practical character accomplished.

In order to avoid conflict in dates with the 50th Meeting of the New York State Teachers' Association, the Regents have changed the date of the Convocation of 1895, to Thursday, Friday, and Saturday, June 27-29. In this connection it is interesting to note that the Regents at their last meeting passed the following resolution: That in the opinion of the Regents of the University the best interests of higher education in New York demand that each institution in the University send at least one delegate to the annual Convocation, and that the necessary expenses should be paid by the institution and not personally by the delegates.

A First Book in Political Economy for the use of schools and high schools, by Robert Ellis Thompson, S. T. D., President of the Central High School, Philadelphia. Will be published in August, by Ginn & Co. The author is a well-known economist, with a gift for the popular presentation of abstract questions.

Professor R. S. Tarr, of Cornell University, author of *Economic Geology of the United States*, will publish the coming summer, through Macmillan & Co., a text-book on Physical Geography, intended especially for secondary schools.

The work is planned to meet fully the recommendations in the Report of the Committee of Ten on Physiography. The author's experience and skill as a writer, lead to the hope that the work will meet exactly the wants of the many schools that have been anxiously awaiting the appearance of a suitable text book in order to introduce this subject into their curriculums.

The official report of the recent Classical Conference at Ann Arbor will occupy the greater part of the June issue of the *SCHOOL REVIEW*. Nothing more important or timely could be presented. Some of the features of the report are mentioned on the inside front cover of this issue.

The first instalment of the *Personal Recollections of Joan of Arc* having shown the environment in which the heroine's childish years were passed, the second (in the May *Harper's*) will carry forward the marvellous story to the beginning of Joan's efforts to take to the Dauphin the message she had received from heaven: "It is appointed that I shall drive the English out of France, and set the crown upon your head."

The twenty-eighth annual meeting of the Massachusetts Association of Classical and High School Teachers was held in Newtonville, in the Gymna-

sium of the Newton High School, on Friday and Saturday, April 19th and 20th. The following interesting programme was presented:

What is a High School? Frank A. Hill, Secretary Massachusetts Board of Education, Cambridge.

What is a High School for? Edward J. Goodwin, High School, Newton.

The Essentials of College Preparation. William J. Tucker, Dartmouth College, Hanover, N. H.

Courses of Study in Secondary Schools. Samuel Thurber, Girls' High School, Boston.

Ethical Values: Classics vs. Science. S. Warren Davis, Newton High School, West Newton. Elmer H. Capen, Tufts College, College Hill.

Unity in our Educational System. Clarence F. Carroll, Superintendent of Schools, Worcester.

Fritz auf dem Lande, von Hans Arnold, edited by R. J. Morich, and published by Maynard, Merrill & Co., is admirably adapted to the needs of quite young pupils. It is an altogether charming story telling how an active little school boy, sent into the country to recuperate after an illness, won upon the affections of an austere old bachelor, until little by little, he completely transformed the ways of his household.

The method of publishing the Report of the Committee of Fifteen, and especially the copyrighting of the report has been recently made the subject of no little criticism in educational periodicals. The animus of many of these criticisms was evident. An editorial in the April *Educational Review* states fully and frankly all there is in the matter, and, as is usual in such cases, telling the truth is all that is necessary. The wisdom of the course adopted by the officers of the Association is a matter on which opinions may and will differ, but their motives no one can honestly question. The adoption of some settled policy in the matter of the publications of the N. E. A. is highly desirable, and is soon to be effected; will have been effected, possibly, by the time this reaches our readers. The following plans are under consideration:

1. To give the privilege of issuing the report in its final form to that publisher or educational journal who makes the highest bid for the privilege.

2. To fix a royalty, on payment of which to the National Educational Association, any publisher or educational journal may issue the report in pamphlet or book form.

3. To let anyone who chooses publish the report in pamphlet or book form, exacting no royalty whatever.

The latter plan would, we think, be most favorably received by the teachers of the country, but it is doubtful whether it would result in as thorough a dissemination of the report as some other.

Among the many attractive and handsome Easter numbers, so popular among readers of magazines and papers, *The Youth's Companion* excels in appropriateness to the season and in the exceptional quality of its reading matter. "The Story of a Statue," by the Marquis of Lorne, prepared for *The Companion*, in collaboration with the Princess Louise, is an article of rare inter-

est. "Dorothy's Easter," and "A Corner in Eggs," are two typical Easter stories well worth twice reading. "The Romance of a Shoal," an adventure story by W. Clark Russell, would be hard to duplicate.

Barlett's Concordance to Shakespeare, which has been in preparation over twenty years, has been recently published by Messrs. Macmillan & Co. The work contains some 400,000 entries, and is far more comprehensive and complete than any other volume of the same nature.

The subject of "Fear" will be taken up by Prof. James Sully in the next of his *Studies of Childhood*, to appear in the May *Popular Science Monthly*. His investigations show that while some children are afraid of heavy, rumbling sounds, like peals of thunder, others are pleased by them, but are greatly disturbed by much smaller, sharp sounds. Opposite effects are produced in small children by the first sight of the sea.

A study of co-education in America, as exemplified in a college of the Middle West, by Madame Blanc, the well-known writer for the *Revue des Deux Mondes*, will appear, with numerous illustrations, in *McClure's Magazine* for May.

It is an encouraging sign of the times that an Oxford scholar should write a book about an American university, especially a good book and a kindly one. *Harvard College by an Oxonian*, by George Birkbeck Hill, Honorary Fellow of Pembroke College, Oxford, (Macmillan & Co. \$2.25,) is such a book. It was written after a reasonably long stay in Cambridge, and is full of a just appreciation of the noble institution with which it deals. All phases of the college history and life receive full and sympathetic treatment. The illustrations, headed by an excellent frontispiece of President Eliot, add much to the interest of the pages.

The April number of *Germania* completes its sixth volume and is accompanied with a complete index of its contents. We cannot too highly commend this magazine for every student and teacher of the German language. The perusal of its index will convince everyone of its high value.

Brown University, in connection with the School Committee of Providence, has established a system which will be of special value to the students of Brown University who are preparing to teach at the close of their academic course. The arrangement proposed is very similar to that which has been successfully tried in the German gymnasiums for several years. It gives the student who intends making teaching a profession the opportunity for a thorough practical training under the advice of old and experienced teachers.

Next year there will probably be four students chosen to fill the positions of student teachers from the members of this year's graduating class who shall have taken pedagogy during the coming spring term. They will not, of course, have taken the full year's course that will be provided in the future, but as all will be required to take a series of post-graduate studies in pedagogy during the year that they teach, the deficiency may be nearly if not wholly, made up after graduation. By the opening of the second year all will be running smoothly.

The requirement for teaching and studying at the same time will not be too severe on the candidates, for they will be on duty only about three hours, instead of the regular five hours per day, with a reduction to half pay. They will be expected to teach two hours per day, to do clerical and disciplinary work one hour per day, and to put in one hour a week also in observation in other rooms of the school. For these services they will receive \$400 per annum in case of men, and \$300 in case of women. The regular salary at which a teacher begins in the High School is \$800, so that the city as well as the college is a gainer by this plan.

The rules of the High School make it necessary that all teachers appointed shall have college diplomas, and no deviation from this rule will be allowed. At the close of their year of training they will also receive a second diploma, signed by the Superintendent of Schools and Professor of Pedagogy, and may receive the degree of A. M. from the University if the necessary work has been done.

The student teacher's work in the High School will be under the direction of the teacher of that branch of which they make a specialty. At college they will be compelled to take the seminary course in pedagogy, and conference in pedagogy, with any other post-graduate courses desired. The system thus becomes practically a fellowship in this branch of learning, in which the majority of the colleges of this country are at present deficient, and the Providence High School and Brown University will share the honor of first introducing this system into the United States.

"Topics for the Study of Greek Mythology," by Anna Gooding Dodge, is a little pamphlet of 19 pages published by Lee and Shepard. It is intended as a reference help for the use of teachers and contains tabulated lists of all the principal Greek Myths followed by references to English Literature. The latter are very abundant, and probably there are few teachers of English literature who would not find them helpful. The work is based on Bulfinch's popular "Age of Fables." To the list of reference books on the general subjects Frazer's "Golden Bough" might have been added.

A recent valuable addition to the Athenæum Press Series of Messrs. Ginn & Co., is a volume of "Selections from the Essays of Francis Jeffrey." The editor, Mr. Lewis E. Gates, of Harvard, has prefixed to the selections an introduction of 45 pages, in which he has given an appreciative account of Jeffrey and a history of the origin of the English Reviews. It is admirably written and will serve well to introduce the students to an important period in the literary history of this country. The selections are well chosen, not only as illustrations of Jeffrey's work, but also because they discuss some of the most important literary work of the early part of the century, and the notes evince wide reading and add much to the value of a book which is well adapted not only to college students but to the more advanced classes in our secondary schools.